

**Portland State University  
Graduate School of Education  
Department of Curriculum and Instruction**

**Spring 2014**




Course Title: **TOP: Research Seminar**  
 Course Number: CI 610-001 (CRN# 40809)  
 Credits: 2 credits  
 Class Meetings: Fridays April 11<sup>th</sup>, May 2<sup>nd</sup>, May 16<sup>th</sup> & June 6<sup>th</sup> 5:00-9:00pm; ED 414  
 Saturday May 17<sup>th</sup>: 9:00am-1:00pm; ED 414

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### Disability Access Information

*If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.*

### Conceptual Framework

<b>Vision - Preparing professionals to lead life-long learning and development within our diverse communities.</b>			
 <p><b>Diversity and inclusiveness–Advocacy for fairness and respect</b>            Candidates work effectively with diverse populations (1.1)            Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p><b>Research-based practices and professional standards–Professionalism</b>            Candidates critically analyze and implement research-based practices (2.1)            Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p><b>Impact on learning and development–Commitment to learning</b>            Candidates ensure that all learners and clients succeed (3.1)            Candidates use technology to enhance learning and development (3.2)            Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p><b>Evidence-informed decision making–Reflection</b>            Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

**Course Description**

This course is the third of a series of three Research Seminars (fall, winter and spring) for students in the GSE doctoral program with a specialization in Curriculum and Instruction or Special Education. This seminar focuses on development of their dissertation research proposal including the problem of practice, literature review, and methods. Students examine research designs, sampling methods, and ethics related to their research topics. Students consider issues of social justice, produce scholarly writing, expand their knowledge of research design, improve their ability to analyze and critique research literature, and communicate clearly as they expand their identities as scholars. This course is designed to support students as they begin to formulate and write the proposal for their dissertation.

**Required texts:**

1. Vogt, W. P., Garnder, D. C., & Haeffele, L. M. (2012). *When to use what research design*. New York, NY: Guilford.

**Supplemental resources:**

2. **Wiki:** <http://cidocstudents2012.wikispaces.com/home>
3. **A journal** for recording your understandings, questions, and reflections.
4. **Other resources** such as academic journals are required to complete course assignments.
5. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**GSE Membership in the *Carnegie Project on the Education Doctorate (CPED)*****Purpose of the Professional Doctorate**

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

**Scholarly Practitioner**

Professional doctorates prepare Scholarly Practitioners. “Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.”

**Program Principles (CPED Working Principles)**

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

## Essential Questions for *CI Specialization Research Seminar*

1. What do scholarly practitioners engage in communities of practice?
2. How do scholarly practitioners use practical research and applied theories as tools for change to examine issues of equity and social justice?
3. How do scholarly practitioners develop and demonstrate collaboration skills to work in diverse communities and build meaningful partnerships?

## Course Objectives by Specialization Themes

### 1. Agency and Identity

- Reflect on participation in a community of practice to support the writing a dissertation proposal

### 2. Communication and Research

- Explain the problem of practice including (a) the background of the problem, (b) a statement of the problem, (c) significance of the problem, (d) methods and research questions, and (e) definitions of key terms. (Chapter 1)
- Develop the literature review including (a) theoretical framework, (b) review of the research literature, and (c) review of methodological literature (Chapter 2)
- Describe the methods including research design, participants, procedures, instruments, role of researcher, and data collection and analysis. (Chapter 3)
- Identify the conceptual, procedural, and ethical considerations when using selected research methods.

### 3. Social Justice

- Identify the underlying issues around equity and social justice related to your problem of practice

## Course Assignments

### 1. Agency and Identity

[15 %]

You will “act on your passion” by participating in a community of practice. Specifically, you will participate in a community of practice that focuses on the development and writing of a dissertation proposal. You will reflect on your experiences related to participating in a community of practice with a specific focus (i.e., writing a dissertation proposal).

Expectations:

- **Journal:** Chronicle your activities, information, questions, thoughts, and reflections related to participation in a community of practice about the dissertation proposal in your professional journal. [Submit photocopy to D2L dropbox] **DUE: June 6<sup>th</sup>**

### 2. Communication and research

[70 %]

You will dig deeper into the description of the problem of practice and the development of the literature review. You will also become acquainted with selected research methods.

Expectations:

- **Problem Statement:** Explain clearly the problem of practice that includes (including (a) the background of the problem, (b) a statement of the problem, (c) significance of the problem, (d) methods and research questions, and (e) definitions of key terms. (Chapter 1)
  - Submit to D2L dropbox. **DUE: May 4<sup>th</sup>**

- **Literature Review:** Write a coherent literature review that includes (a) theoretical framework, (b) review of the research literature, and (c) review of methodological literature (Chapter 2)
  - Submit to D2L dropbox with Problem of Practice. **DUE: May 4<sup>th</sup>**
- **Methods:** Draft the methods including research design, participants, procedures, instruments, role of researcher, and data collection and analysis. (Chapter 3)
  - Draft 1: Develop the framework for the methods section using headings and key sentences. Submit to D2L dropbox. **DUE: May 11<sup>th</sup>**
  - Draft 2: Develop draft of methods section. Submit to D2L dropbox with Problem of Practice and Literature Review. **DUE: June 1<sup>st</sup>**
- **Research:** Describe in class meetings the conceptual, procedural, and ethical considerations when using selected research methods. Develop presentation and succinct handout to share in class.
  - Interviews and Case Study Groups: **PRESENT: May 2<sup>nd</sup>**
  - Surveys, Focus Groups, and Narrative Groups: **PRESENT: May 16<sup>th</sup>**

### 3. Social Justice

[15 %]

You will identify equity and social justice issues connected to your problem of practice.

Describe the connection in written assignments (e.g., problem statement) and class discourse.

Expectations:

- **Written Assignments and Class Discussion:** Specify the equity and social justice issues related to your problem of practice, literature review, and methods in written assignments and class discussion.

### Course Objectives, Standards, and Assessments

Course Objectives Students will:	Standards	Assessments
<b>Agency and Identity</b>		
<ul style="list-style-type: none"> <li>• Reflect on participation in a community of practice to support the writing of chapters for the dissertation proposal</li> </ul>	CF: 2.2, 3.3 CPED: 3, 5, 6	Entries in professional journal.
<b>Communication and Research</b>		
<ul style="list-style-type: none"> <li>• Explain the problem of practice including (a) the background of the problem, (b) a statement of the problem, (c) significance of the problem, (d) methods and research questions, and (e) definitions of key terms. (Chapter 1)</li> </ul>	CF: 2.2, 4.1 CPED: 1, 5, 6	Problem of practice that aligns with the components of the dissertation proposal.
<ul style="list-style-type: none"> <li>• Develop the literature review including (a) theoretical framework, (b) review of the research literature, and (c) review of methodological literature (Chapter 2)</li> </ul>	CF: 2.2 CPED: 3, 5, 6	Literature review that aligns with components of the dissertation proposal.
<ul style="list-style-type: none"> <li>• Describe the methods including research design, participants, procedures, instruments, role of researcher, and data collection and analysis. (Chapter 3)</li> </ul>		Methods that aligns with components of the dissertation proposal.

<ul style="list-style-type: none"> <li>Identify the conceptual, procedural, and ethical considerations when using observational and archival research methods.</li> </ul>	CF: 2.1, 2.2 CPED: 1, 5	Small group presentation of the conceptual, procedural, and ethical aspects of research method.
<b>Social Justice</b>		
<ul style="list-style-type: none"> <li>Identify the underlying issues around equity and social justice related to your problem of practice</li> </ul>	CF: 1.2 CPED: 1, 5	Written assignments (e.g., problem of practice, literature review, methods) and observation of class discussion

### Overall Evaluation Criteria

- Application of key concepts as evidenced by the individual and group assignments.
- Written work is organized and conforms to APA style. Please note that written assignments may be revised and resubmitted.

### Proposed Schedule

	Date	Topics/Activities	Assignments
	Friday April 7 <sup>th</sup>		DUE: Literature Review (Chapter 2)
1	Friday April 11 <sup>th</sup> 5:00pm-9:00pm	Freewrite Course overview: Syllabus & map Dissertation Committee membership Literature Review Sections Analysis of reference list Synthesis of literature Methods Overview Community of Practice work	
	Sunday May 4 <sup>th</sup>		DUE: Problem of Practice and Literature Review (Chapters 1 & 2)
2	Friday May 2 <sup>nd</sup> 5:00pm-9:00pm	Methods Research design Participants Procedures Instruments Role of researcher Data collection and analysis Experimental Designs presentation Community of Practice work	READ: Vogt et al. Ch. 3, 9, 15 PRESENT: Interviews and Case Study (small group presentation)
	Sunday May 11 <sup>th</sup>		DUE: Draft 1 of Methods section: Headings & Key Sentences

3	Friday May 16 <sup>th</sup> 5:00pm-9:00pm	Methods Organization: Headings and Key Sentences Dissertation Proposal Chapters Problem of Practice Literature Review Combined Research Designs Community of Practice work	READ: Vogt et al. Ch. 6, 10, 18 PRESENT: Surveys, Focus Groups, and Narrative (small group presentation) SUBMIT: Committee Members
4	Saturday May 17 <sup>th</sup> 9:00am-1:00pm	Dissertation Proposal Chapters Problem of Practice Literature Review Methods Community of Practice Peer-feedback and collaboration Writing Workshop	BRING: Laptops and drafts of writing
	Sunday June 1 <sup>st</sup>		DUE: Draft 2 of Methods section: (Chapter 3). Include Problem of Practice and Literature Review. (Chapters 1 & 2)
5	Friday June 6 <sup>th</sup> 5:00pm-9:00pm	Dissertation Proposal Chapters Problem of Practice Literature Review Methods Community of Practice Peer-feedback and collaboration Course Evaluation	DUE: Journal entries (Agency/Identity)

### Bibliography

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Fink, A. (2010). *Conducting research literature reviews: From Internet to paper* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Graff, G., & Birkenstein, C. (2009). *"They say / I say": The moves that matter in academic writing* (2<sup>nd</sup> ed.). New York, NY: W. W. Norton.
- Hendricks, C. (2013). *Improving schools through action research: A comprehensive guide for educators* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Mills, G. E. (2010). *Action research: A guide for the teacher researcher* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Upper Saddle River, NJ: Pearson.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.

### WIKI

CI Doctoral Students Program Wiki. Available at <http://cidocstudents2012.wikispaces.com/>

**Policies**

Late assignments	Late assignments will not be accepted unless prior permission has been granted. Late assignments can be submitted to instructors' mailbox, by email, or directly to the instructors.
Attendance & tardiness	Students are expected to attend the class sessions. If there is an exceptional reason for absence, the student should contact the instructors. This communication can be in person, by email, or by telephone.
Classroom demeanor & courtesy	Because students may not share the same opinions on different topics in this class, it is important to honor the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.
Incompletes	PSU has an explicit policy on Incompletes. Instructors are not obligated to assign an Incomplete (I) grade and that four criteria must be met to assign an Incomplete. See <a href="http://www.pdx.edu/ogs/incomplete-grades">http://www.pdx.edu/ogs/incomplete-grades</a>
Academic integrity	<p>PSU Student Conduct Code # 577-031-0136: Proscribed Conduct by Portland State University. The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p>
Returning student work	Due to FERPA guidelines, student work must be returned directly to students. In this course, instructors will return student work either in class or by email.